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THE FRENCH CLUB.
KANSAS STATE TEACHERS COLLEGE, EMPORIA
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DESIGNED FOR TEACHERS IN HIGH SCHOOLS AND COLLEGES WHO DIRECT FRENCH CLUBS, THIS GUIDE SUGGESTS CONTENT AND REFERENCES FOR CLUB ACTIVITIES AND PROGRAMS. SECTIONS OF THE GUIDE DEAL WITH TOPICS FOR GUEST LECTURERS, PROGRAMS SUITABLE FOR PRESENTATION BY STUDENTS, WORKS APPROPRIATE FOR DRAMATIC PRESENTATION, GAMES, AND PARLIAMENTARY EXPRESSIONS IN FRENCH. (AM)

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KANSAS STATE TEACHERS COLLEGE OF EMPORIA

THE FRENCH CLUB

SERVICE BUREAU FOR MODERN LANGUAGE TEACHERS

French Club activities differ widely according to the maturity of the members, the size of the club, and the fluency of French possible at meetings. Clubs may meet after school, in the evening, or even at the regular class period. They are usually held in the school buildings but may be at the homes of members and include a distinctly social atmosphere. While the exclusive use of French in all programs should be the goal of the club, it is usually best to encourage elementary students to attend from the first, and their admittance may cause a modification of a stringent no-English rule.

## LECTURES

Programs should be varied, and a continued series of talks is inadvisable. However, the club frequently enjoys hearing well-informed persons. Suggestions: (1) travel talks perhaps illustrated by movies or slides given by someone who has visited France or a French-speaking country; (2) lecture on French art illustrated by pictures or slides; (3) talk on French music with phonograph records of composers discussed; (4) discussion of contemporary affairs in France, perhaps led by a history professor; (5) talk on recent developments in French poetry or the theatre; (6) poetry hour with masterpieces read and explained. Typed copies given members aid in understanding poems read. At the annual banquet, forming a climax to the year's events, a native Frenchman may deliver a speech in French. Invitations, menus, and programs are in French. Native French people of the community may be invited as guests. The serving of French food is delightful but often difficult to accomplish. Tiny French flags, stuck in gum drops, or wooden shoes, gilded for use as nut cups, are attractive favors.

## STUDENT PROGRAMS

Roll call may be answered in French by current events, proverbs, or anecdotes. Such books as Macy and Grubbs, Petits Contes humoristiques (Macmillan) furnish anecdotes.

Students may prepare accounts of imaginary trips to France. A program devoted to a special province is interesting. Reviews of Loti's Ramuntcho or Pêcheur d'Islande may be used in such a program. French Canada forms the basis for a program which may include a review of Maria Chapdelaine (Macmillan) by Hémon. The National Geographic Magazine furnishes illustrations. Books on France which may be consulted include: (1) Brodin and Ernst, La France et les Français (Holt, Rinehart and Winston); (2) Bauer, La France actuelle (Houghton Mifflin); (3) Bottke and Joyaux, Aspects de la France (Scribner's); (4) Miller, Nielson, and Leblon, Précis de civilisation française (Appleton-Century-Crofts).

French holidays and anniversaries may be observed. The Service Bureau issues a bulletin called Holidays and Festivals for Observance by French Classes.

Songs are an important part of club programs. Information concerning securing French music is found in the Service Bureau bulletin on French Realia. Students should memorize most of the songs they sing.

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Games are described elsewhere in this bulletin. It is well to follow current fads in games. Any club can make a jig-saw puzzle out of a mounted map of Paris or France. Bingo is likewise a popular game for French Clubs. The card game, Répondez, s'il vous plaît, may be purchased from the Gessler Publishing Company, 119 East 23rd Street, New York. Banks Upshaw and Company, Division of the National Textbook Corporation, 4761 Touhy Avenue, Lincolnwood 46, Illinois, has some games and other material for club use.

It is better to let conversation develop naturally out of games and other parts of the program rather than to assign topics for discussion. French luncheons or a French table in a dormitory offer opportunity to exercise conversational ability. Advanced students sometimes enjoy a salon where a small group meets for light refreshments and conversation in French. A salon may be held to honor a native French guest. Books which help to develop ability in conversation are: (1) Kany and Dondo, French Conversation (Heath); (2) Mercier and Luzenska, Causons, s'il vous plaît (Harper); (3) Celières and Lipp, Pour les Bavards (Dryden); (4) Shields, Parlons français (Houghton Mifflin); and (5) Talamon, Entendu en France (Appleton-Century-Crofts); (6) Hardré and Hooke, Cours Pratique de Conversation (Holt, Rinehart, and Winston).

## DRAMATIZATION

Public dramatic presentations consume time and effort but pay dividends in increased enthusiasm and aid in pronunciation. For many years the foreign language department at the Kansas State Teachers College of Emporia had an annual Modern Language Evening at which one-act plays in French, German, and Spanish were presented with interludes of songs or native dances. Some of the French plays presented have been: (1) "Rosalie" and "L'Anglais tel qu'on le parle" from Setchanove's Four French Comedies (Allyn and Bacon); (2) Anatole France's "L'Homme qui épousa une femme muette (Holt); (3) "La Farce de maître Pathelin" from Dondo's Pathelin et autres Pièces (Heath); (4) Molière's "Le Médecin malgré lui" from Miller, First Readings in French Literature (Appleton-Century-Crofts); and (5) "A louer meublé" from Turgeon, French One-Act Plays of Today (Holt).

For ordinary club programs short sketches may be arranged depicting scenes from school life, a shopping trip, a visit, a meal, a style show, etc. Dialogues for such sketches may be written by teachers or students, but careful memorization and practice are essential. Anecdotes may be presented in dramatic form. A useful book for this is Hills and Dondo, Contes dramatiques (Heath). Students may also present scenes from some play they are reading. Act I of Le Voyage de M. Perrichon or the first act of Topaze is excellent for this purpose. A summary of the entire play may be given before the presentation. Tableaux depicting historical events such as a court ball at Versailles may be used for assembly programs or club activities.

Many French Clubs use puppets which interest high school and college groups alike. Good suggestions are found in Guignol à l'école (Gessler Publishing Company). Peasant puppets dancing in wooden shoes are a novelty attraction. Medieval farces are suited for puppet performances. Either hand or string puppets may be used. It is well to secure the help of some experienced person before undertaking a puppet show. It is necessary to have a puppet theater and usually special puppets must be made for each performance. The club will find puppets as much work as presenting a real play, but they do offer an interesting variation.

## SELECTED GAMES

1. Qu'est-ce que c'est? One member leaves the room. The others choose a French word, preferably of an object in the room. When the member returns, he tries to

guess the word by appropriate questions in French. The person giving the clue to the answer is the next to leave the room.

2. Cache Mouchoir. One person leaves the room. An object, such as a handkerchief, is hidden. When the person returns, he guesses the location by means of questions in French. The student may be aided by such answers as: "Vous avez chaud, vous avez froid, vous brûlez, vous refroidissez." When the member locates the hidden object he chooses another to leave the room.

3. Forfeits (Gages, amendes). Various games may lead to the presenting of forfeits which must be redeemed by certain "stunts," such as singing a song in French, reciting a poem, making a speech, etc.

4. Pigeon vole. This game is best played after the club has learned the names of some birds. The leader says rapidly: "Les corbeaux volent, les hirondelles volent, les moineaux volent," etc. At each phrase the students raise their hands in imitation of flying. But when an animal or object which does not fly is named, the hands must not be raised, e.g., "Les crayons volent, les éléphants volent." Those raising their hands at the wrong time must give forfeits.

5. La Bouteille savante. The leader stands in the middle of the room with an empty bottle. Club members ask questions of the bottle, such as "Qui est la plus jolie jeune fille ici? The leader spins the bottle which will finally rest pointed at some member of the circle, thus giving the answer to the question. The member thus indicated asks the next question.

6. Le Panier aux fruits. Each member is given the name of a fruit. The leader names two fruits. They exchange places while he tries to secure the seat of one of them. After a few exchanges have been made, the leader may say "Panier aux fruits," and everyone must seek a new seat. The person left without a place becomes the new leader.

7. Oui et Non. Each member is given a number of toothpicks or beans. Then the students ask each other various French questions. Whenever one answers oui or non, he loses a toothpick, whereas if he can make someone else answer oui or non, he gains one. The member having the most toothpicks at the end of ten minutes receives a prize.

8. Question et Réponse. Members are seated in a circle. Each one gives a question to his neighbor on the right and its answer to his neighbor on the left. Then each student puts the question he has received to the person seated opposite him, who replies with the answer which has been given him. Usually the questions and answers are quite inappropriate, and this adds to the merriment of the game.

9. Une Epreuve de Mémoire. Various objects are placed on a table in an adjoining room. The players enter the room and look at the objects for a few minutes, then return and write as many names as they can remember. The one having the largest number of correct names written in French will receive the prize.

10. La table se met. Players sit in a circle and each is given the name of something on a table. The one in the center says, "Où est le bol?" "Où est la serviette?", etc. Upon hearing his name called, the player goes to the center of the circle. When the leader calls out, "La table se met," all players must find new places. The one left standing becomes the leader.

11. Jean et Marie. A circle is formed and two members are placed blindfolded in the center. One calls, "Marie, où êtes-vous?" She replies, "Jean, je suis ici."

This continues until Jean catches Marie. Then each chooses another player to be blindfolded.

12. Games like Authors may be played with cards made by students. There should be four words on each card, the first word being in red ink. Ten or more books should be possible. At the top of the card, the type is indicated: meats, fruits, vegetables, etc. for a set on food. Players are in groups of four. The cards are shuffled and each player asks in turn for the cards needed to complete his book. The one having the most completed books at the end wins.

13. Ma Tante voyage. One player says, "Ma tante voyage, qu'emportera-t-elle?" The next player replies, "Elle emportera une robe." Each player must then repeat what has just been said and add another object in the correct order: "Elle emportera une robe, un livre. Elle emportera une robe, un livre, une valise," etc. Whenever a student repeats incorrectly what has been said or fails to add another word, he must give a forfeit.

14. Les Portraits. One member leaves the room. The person is chosen of whom a portrait is to be made. When the member returns, he asks questions in order to guess whose portrait it is. One must answer only oui or non. Members of the club may be chosen for portraits or, to make it more difficult, famous characters may be selected.

15. Colin-Maillard. Each player is given a number. A blind-folded player stands in the center of the circle. He calls two numbers. The persons thus designated change places. The blind-man tries to catch one. If successful, he must guess the identity of the one caught.

16. Vocabulary games. (1) Students name words beginning with a chosen letter as long as anyone can think of any words. Then another letter is chosen. (2) Students write as many words as possible using the letters in a long word such as extraordinaire or démocratique or hospitalière. (3) One player gives a word in French and the next one thinks of a word beginning with the last letter of the first word, and so on around the group.

17. Silence. Players count in a circle until a number is reached which is divisible by seven or contains the figure seven. The pupil who would have this number says instead "silence." If he makes a mistake and gives the number, as "vingt-sept" or "quatorze," he drops out of the game. The player who remains in the circle the longest time wins.

18. Baseball. Mark off the room as a baseball diamond with first, second, third base, etc. The batter is given a word to define (or spell). If he does so correctly he goes on to first base and so on around until he makes a mistake or a home run. One trial only. When he fails he is out. The pitcher gives the word, previously written out. Score as in baseball.

## SELECTED PARLIAMENTARY EXPRESSIONS

1. La séance est ouverte.
2. M. le secrétaire va faire l'appel.
3. Chaque membre, à l'appel de son nom, est prié de répondre: présent (présente).
4. M. le secrétaire voudra bien nous donner lecture du procès-verbal de la dernière séance.
5. La parole est au secrétaire pour la lecture du procès-verbal.

6. Y a-t-il des rectifications de détail? Des additions? Le procès-verbal est adopté.
7. M. le président, je propose que cette lecture soit omise.
8. Est-ce que quelqu'un appuie cette proposition?
9. Quelqu'un demande-t-il la parole?
10. Je vais mettre la motion aux voix?
11. Est-ce qu'il suffira d'un vote de vive voix?
12. Que ceux qui approuvent cette motion lèvent la main droite.
13. M. le secrétaire voudra bien compter les voix.
14. Ceux qui sont de l'avis contraire voteront de la même façon.
15. La proposition de M. - est adoptée à l'unanimité.
16. La proposition est refusée (repoussée).
17. Passons maintenant à l'ordre du jour.
18. Y a-t-il des affaires pendantes?
19. Quelles sont les questions que l'on veut mettre à l'ordre du jour?
20. La parole est à M. - pour discuter la proposition de Mlle -
21. Vous avez entendu l'exposé de cette proposition. Quelqu'un veut-il émettre un voeu à ce sujet?
22. M. le président, je propose que le Cercle se prononce en faveur de (contre) la proposition que nous venons d'entendre.
23. Je demande la parole pour dire deux mots au sujet de cette proposition.
24. Je propose que cette affaire soit renvoyée à la commission compétente.
25. Le Cercle peut nommer un comité de trois membres qui lui proposera des candidats ou les noms des candidats aux diverses fonctions peuvent être proposés directement par les membres.
26. Voulez-vous bien écouter le rapport de la commission?
27. M. le secrétaire voudra bien distribuer les bulletins de vote.
28. Voici la liste des candidats que le comité vient de me remettre.
29. Le scrutin est ouvert.
30. Je nomme M. -- et Mlle -- scrutateurs. Ils voudront bien compter les votes et me communiquer le résultat.
31. Qui a la majorité des suffrages?
32. Je déclare que M. - a été élu président (vice-président, trésorier, secrétaire) du Cercle.
33. Je cède le fauteuil au nouveau président.
34. Discutons maintenant le montant de la cotisation (dues).
35. Je viens de recevoir la démission de M. -; il nous faut procéder à l'élection d'un successeur.
36. Nous ne sommes pas en nombre; il faut remettre les affaires à une autre réunion.
37. Le chef de chant nous fera chanter des morceaux qu'il aura choisis.
38. L'ordre du jour étant épuisé, je propose que la séance soit levée.
39. La séance est levée.

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